



RHODE ISLAND SCHOOL FOR THE DEAF

Remote Learning Preparation Plan 2020 Due to the Novel Coronavirus

LEA Name: **Rhode Island School for the Deaf**

Superintendent's Name: **Nancy Maguire Heath**

Email: nmaguireheath@rideaf.net

Cell Phone: **508-272-1623**

School Phone: **401-222-3525**

Point person for COVID-19: **Nancy Maguire Heath**

Alternate Designee: **Amy Vincenzi**

Point person's title: **Director/ Principal**

Designee: **Assistant Director for Operations, Finance, and Personnel**

Point person's email: nmaguireheath@rideaf.net

Designee: avincenzi@rideaf.net

Point person's cell phone: **508-272-1623**

Designee: **401-829-6058**

Have you reviewed your school emergency operations plans?

Yes, we have reviewed our emergency and operations plans and are amending to include emergency protocols and communications relative to unique situations, such as COVID-19.

What preventative actions are you taking with students and staff (i.e. advising to stay home when sick; appropriately covering coughs and sneezes; and washing hands often?)

- **We follow all guidance from CDC, State of RI, and RI DOH.**
- **Guidance has been sent to parents/ guardians in several languages several times and information sent through Robocall in two languages on how to talk to your children about the novel Coronavirus.**
- **We have prepared and produced ASL video vlogs on Facebook.**
- **Classrooms and bathrooms are disinfected nightly. Staff wear protective PPE.**
- **We have canceled all visitors, community renters, and audiology appointments to reduce traffic into this school. Visitors and staff are provided gloves.**



- **Signage has been increased throughout the school regarding proper and frequent handwashing.**
- **Morning announcements include reminders to staff and students.**

Parent Letters sent home

[Coronavirus](#)

Communication sent home- Distance Learning email and robocall

[Parent robocall.pdf](#)

Do you have a plan in place for frequent cleaning?

Yes. We are deep cleaning school surfaces regularly. Particular attention has been paid to the doorknobs, locker rooms, central office, classrooms, audiology, and the cafeteria.

Are you actively monitoring absenteeism patterns among both students and staff?

Yes, as usual, with particular emphasis on monitoring respiratory illnesses.

Have you reviewed your attendance and sick leave policies?

Yes. We have reviewed the policies and contractual language and feel comfortable that the FMLA and ADA leave language is clear and appropriate to cover these situations. We have also created work plans and training so that teaching staff and support staff, who are able to work in the event of closure, may work remotely without the loss of pay. Critical personnel will continue to report to the building for work as needed on a day-by-day basis.

Do you have a plan for alerting the RI Department of Health about increases in absences, particularly those that appear due to respiratory illnesses? Who is your point person?

Yes. We already report daily absentee rates for each student. In the event that communication needs to occur regarding specific health concerns, the School Nurse is our contact person.

Have you communicated with families about school closure policies and procedures?

We are in regular communications with families about policies for closure and procedures. We now have a virtual learning plan. Staff and families are aware that a robocall in several languages will be used each time that schools will be closed. This automatically goes out as an email as well. A parent letter has been prepared explaining remote learning.

In the case of any possible exposure to COVID-19, do you have a plan to provide guidance to the students or staff while maintaining confidentiality in accordance with the Americans with Disabilities Act and the Family and Education Rights and Privacy Act?



Yes, we are adhering to the following guidance, although this is a small school and we are aware that this will be challenging:

<https://www.bglaw.com/coronavirus-covid-19-education-law-dos-and-donts-for-schools/>

If a child or staff member has been identified with Covid-19 are you prepared to coordinate with the RI Department of Health and follow all guidance and protocols?

Yes. We have participated in the regular conference calls with the RIDOH and RIDE and will follow all guidance and protocols issued to date. Our social worker is tri-lingual and is on alert to be the liaison with families whose language of the home is Spanish, as needed. One of our Assistant Principals is the point persons for families whose home language is ASL.

Do you have any planned activities of more than 250 participants?

No. We rarely have our own events of that size, but we have canceled all renters of our facilities for the month and will follow additional guidance as it becomes available.

In case of a school closure, how will you inform families and staff?

Staff and families are aware that an urgent email and a robocall in the language of the home will be received if this happens.

In case of a school closure, what do you have in place for continuous instruction?

Yes, attached is our remote learning plan.

Does your instructional contingency plan include how you would manage days out of school? Does it include virtual learning options?

Yes, see above. Our middle school and high school students already have Chrome Books. We have just purchased these for elementary students, as well. These will be set up and delivered to homes with elementary students next week.

The critical challenge is Preschool and Kindergarten students, where their language is still emerging and technology is not available. We plan to deliver iPads to those homes where there is no technology available for the child already in the home.

Have you tried any virtual learning options already?

Not really. A few students have taken monitored classes on-line, but we feel confident that even though access for deaf and hard of hearing students will require thoughtful planning, we have the staff drive and the tools to do this well.



Rhode Island School for the Deaf
Remote Learning Plan for Deaf and Hard of Hearing students
Grades preK-12

Student Audience

Our students span from Preschool through Grade 12 and including Transition age (18-21 years). They reside all over Rhode Island and several communities in Southeastern Massachusetts. They are all (100%) on IEPs, and all have sufficient hearing loss to make attendance at this school their least restrictive environment. When remote learning is activated, maximum efforts must be made to ensure accessibility and opportunities to generalize learning in the environment in which students reside. This can be challenging.

Our students rely on face-to-face interaction, as ASL is their first language and is a visual-spatial language. Many students live in homes where no one can communicate through sign language, and therefore, we must be mindful of their mental health during prolonged periods where communication may be quite functional, only. Additionally, their parents may not speak English in the home and may not know ASL or English well. Since these are the two languages that our students use, their understanding of what they see on TV or reasons for unusual body language of families who are anxious can be limited. The students are likely to be fearful and confused and feel isolated due to lack of ability to learn in greater detail what is happening, either directly from family members or incidentally from the television and media. They can see worried faces and less warmth through reduced hugs and physical contact, adding to their feelings of loneliness. Young children whose language is just emergent will be getting fewer hours of language modeling in ASL, setting their progress even further back for reading and general literacy. We are concerned.

Making this process of remote learning successful and clear to them has tremendous possibility to alleviate isolation and to serve as a critical daily connection for our students as they strive to keep learning. We take this opportunity seriously. We expect teachers and support professionals to “see” each kid in some virtual and **visual** manner at least 4 times/week.

1- Notification and Preparation of Staff, Families, and Teachers

Once a determination is made that school will be closed and distance learning will commence, an email to all staff, families, and students will be sent out. A robocall will go out to families in Spanish and English that details the dates of closure and that remote learning will engage. Parents have been sent a letter that describes what remote learning is and is not. The Director will go on our Facebook page and provide assurances in ASL to students that we will be continuing with daily instruction via technology. All teachers in all subject matters will be



expected to contribute to each child's remote learning. This will also include IEP services provided by support personnel.

Portable Technology and Equipment

Teachers and support staff have all previously been provided with a Chrome Book and are expected to take them home every night, in case of such an event. Middle and High school students have also been provided with a Chrome Book and use them daily in classes and for homework. They, too, are expected to carry them home daily. Repairs and instruction are continually provided at school, as soon as needed, to ensure that all equipment is working well for successful instruction.

RISDeaf has recently ordered Chrome Books, chargers, and cases for the Elementary Dept. students. These should arrive in a few days and will be set up and delivered by our staff (a simple hand-off at the door) next week to the students in Grades 1-5 at their homes. Parents have been advised that this technology is on its way and will be provided with a document designed specifically to help parents understand how to support their child using a Chrome Book. Preschool 2 and Kindergarten will use borrowed school iPads, if there is no technology already in the home.

We have alerted all families about the availability of free Wi-Fi services during the current emergency, through Cox and Comcast. These letters (in Spanish and English, and translated to ASL) were followed up by our School Family Liaison by telephone to offer assistance to each family to access the free offer. Many have done so already. Some students will need "hot spots" to access the instruction. We are trying to secure these.

2- Attendance

Teachers will log in and out via a Google Form "sign in" each morning and log off each afternoon. They will adhere to the regular, contractual 7-hour day schedule, allowing for flexibility to reach students and families at different times as they see the need. They will continue to hold face-to-face Advisory (MS and HS) and Morning Meetings (Elementary) each day via *Google Meet*. The Director will lead the pledge to the flag and upload daily morning announcement in ASL, as is usually done at school each day. This will appear on a central, school-wide blog available to all students and families. Birthday greetings and community resources will be shared on the blog. Teachers will take daily attendance and log onto Gradebook. If a student is unable to attend visually, attendance will be tracked by the work completed and submitted that day. If children do not attend or respond for 2 sequential days, parents will be called.

3- Approved Sites and Platforms

In order to maintain effective classroom management, all instruction will be centered through *Google Classroom* and *Google Meet* and the established interactive school-wide and



elementary *Blogs*. Teachers have been provided a vetted list of websites and on-line resources that are Deaf-friendly (visual, captioned, no advertisements, and not dependent upon verbal cues, sound, or music to motivate the young learner.) and those that meet Internet safety standards.

4- Inclusive Staff Meetings

Weekly staff meetings will occur every Monday morning via ZOOM from 8:30-9:00 AM. This will allow for announcements, a forum for suggestions for improvement, and a chance to assess as a group how we are doing with effective connection to families and students. We have staff that are deaf and staff that are hearing. It is critical that all information and participation be accessible to each one. Moderated ZOOM meetings with clear norms will allow for both deaf and hearing staff members to access the meeting equally.

5- Staff Training: How to Provide Excellence through Distance Learning to D/H Students

Three areas concerned us regarding teacher skill development :

- How to provide content while maintaining rigor
- Sparsity of and limited resources and sites that are appropriate and fully accessible to D/hh students (for example, some virtual field trips are not captioned),
- the need for staff training on using technology well for remote learning, especially with those students with very unique learning needs that require special education expertise.

Our response:

- A conference call with other schools for the Deaf was conducted early in this process to collaborate and brainstorm resources and approaches being used across the nation. These ideas and resources have been provided to teachers and staff. A detailed resource list has been compiled for teachers and support staff with those sites and resources that our Curriculum Director has vetted and feels are best practice sites for use with these children.

- A week's worth of materials and activities were sent to each child's home (K-12) on Friday, 3/17 by their teachers *just in case*. This packet of work is not ideal instruction for more than one week, but it is related to current academic and IEP goals and classroom content, and it bought us time to prepare; one week to train staff in distance technology platforms.

- Next week, after "vacation," all staff will participate, themselves, in 5 days of planning and PD learning via technology. Union officers were consulted and are "on board" with required PD being offered via technology, with opportunities for those who are anxious or new to these platforms and who may prefer personal learning to have the option to come in for a personal tutorial session next week. (We expect that this will be utilized most by



teachers of younger children, as the middle and high school students already use some features of Google Classroom regularly.

The link to the preliminary schedule for Week 1 is attached

PD: Week 1 Becoming Comfortable with Remote Learning

<https://docs.google.com/document/d/1-RdtWCY3CNpGduhgGOXiJFSbuaGA5tm9tPcBmt-Hyb4/edit>.

PD topics for next week include the following discussions and exposures:

- Inclusive and accessible communication/ Deaf and hearing working together
- Google Classroom
- Google Hangouts and Google Meet
- Using FaceTime appropriately
- Conference calling
- ZOOM meeting platform
- Resources and sites specific to deaf/ hh learners
- How to create effective ASL teaching videos at home
- Digital instruction lesson plan format
- Communication pitfalls to avoid when providing electronic instruction
- Internet safety when teaching digitally
- Review of HIPAA/ FERPA as pertains to special education students

There will be one staff meetings and 1 hour of additional PD every week as we continue distance learning. These will happen on ZOOM, a platform that we have researched, whose bandwidth permits ASL to be crisper and more easily seen by all.

PD topics, as we continue, will focus on:

- How to personalize and differentiate instruction online
- Classroom management via remote instruction
- How to conduct an effective parent meeting online
- How to proctor meaningful discussions online with each other
- How to prepare for an IEP when you cannot see the team
- How to assess and edit young students' work remotely
- How to collaborate electronically with your colleagues when working remotely
- How to access special education reports and recent evaluations remotely without compromising student privacy

6- Special Education and Compliance with IEPs

Since every child at this school is on an IEP, compliance, for the child's sake, is of great concern to us. We are following federal and state guidance closely to understand what is expected in these unusual circumstances. We are proceeding with providing support services and modified instruction to the best outcome possible. We have a high percentage of students who present with secondary and tertiary diagnoses, in addition to deafness.



This will surely be a learning experience for all teachers and the curve may be steep, indeed, to meet the needs of severe hearing loss and many other special learning needs at the same time, via technology.

Discussions about specific students with complex or highly adaptive needs will be conducted in collaboration with parents to plan for unique and particular service delivery. There are several students who will need careful 1:1 planning and support.

Planning and Collaboration

- Virtual meetings were held with special education providers and support personnel to brainstorm how they can continue to serve our students in alignment with individual IEPs, using the Department of Education's guidance, *"On Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak/ March 2020."* We are concerned that over 80 students will need to continue receiving specifically detailed services in addition to academic instruction. All special education support personnel will be available to support teachers and students and to provide services via direct instruction or via resources to parents and activities that may be easily introduced at home as part of real life in the family. We anticipate that interpreter and translation services use will increase.

- The creative ideas and plans that were generated by staff include OT, PT, Transition Coordinator, Reading Specialist, Self-Advocacy, and School Psychology, and Counseling. We are struggling to determine what would be effective for complying with the challenging need of providing effective speech & language services for Deaf children through technology, where sound quality and ASL bandwidth parameters may be less than optimal. These services may well be what we offer in a compensatory fashion at a later date, but with 85 students possibly needing compensatory services in speech & language (and we are already short on SLP staffing), we fear that this will be, overall, a long range challenging endeavor from a budgetary and talent management standpoint. We will continue to discuss and aim to develop a plan for provision of these services.

- Differently abled learners will require regular 1:1 planning. Complex individualized instruction, such as ABA and discrete trial, and teaching those children whose skills require more controlled environments and highly skilled 1:1 applications is of concern to us. These children do not tend to use technology independently, often have poor eye contact, and they often rely heavily on skilled instruction in small increments of time. Many electronic sites are not helpful to their learning journey, as Deaf children who also present with multiple other diagnoses that impact learning. There are several curricula available online that we plan to focus on for their instruction. The parent/ family will need to be a primary participant in continued instruction for these students, if at all possible. Teachers will prepare materials and activities that parents can use to engage in appropriate learning activities and daily living skills with their children at home. We anticipate that additional compensatory services will be needed in the future to this group of children and will plan for



this situation. Regular and supportive communication with these families will be a very high priority.

- **Transition Activities-** Community transition activities will need to be placed on hold. Work experiences will be placed on hold for the time being. The focus will be on using electronic resources and sites that specifically address transition and self-advocacy activities for Deaf and hard of hearing children, of which there are several very excellent ones. The Transition Coordinator and Guidance Counselor will continue to personally reach out to students to continue discussions in this area and to monitor ILP activities.

- Those students who are taking classes at East Providence Career and Tech will follow the digital classes provided by educators there. They have already been provided with email access at East Providence Schools.

7- Questions and Answers about Duties and Who Can Work Remotely:

During remote learning periods, most personnel will provide the following services to the best of their ability from their homes:

CORE SUBJECTS

Teachers

- All teachers will teach remotely, take attendance, continue to assess student achievement, and collect learning data.
- Teachers will connect regularly with parents
- Track contacts in the Family Contact Log
- Connect with Director if a contact reveals a need for additional supports.
- Teachers will strive to “see” every kid at least 4 times/ week.

ASL Specialists

- Read-aloud and ASL classes will continue to be provided by the two ASL Specialists via video technology.

DIRECT SUPPORT SERVICES

Audiology

- Available to answer technology questions for RISD parents/ guardians and any of our Outreach students and their families.
- Perform hearing screenings to our students, only, for IEP re-evaluations, if needed.
- The Clinic will otherwise be closed.

Social Worker/ School-to-Home Liaison

- Reach out to parents and guardians to provide support
- Assist with following up on attendance issues



- Available to educators who need assistance to communicate with parents who do not speak English
- Assist with accessing community learning resources, including getting and maintaining Internet in the home
- Provide support with issues of food or clothing insufficiency, hot lunch locations, food stamps, citizenship, and fuel assistance, etc.

Nursing

- Available to students and families for support
- Send out reminders for annual physicals and inoculations
- Assist with referrals to health professionals
 - Disseminate necessary safety information
- Provide support to RISDeaf families with unique Health Plans
- Assist with compiling attendance data and making calls to families
- Track contacts in the Family Contact Log
- Connect with Director if a contact reveals a need for additional supports.

Counseling and School Guidance Support

- Establish Office Hours (2-3 hours/ day) for students who need support
- Provide IEP Counseling services through *Google Hang Outs or through videophone (OSEP and HHS have approved this tool during the current crisis)*
- Communicate on-line or via videophone with students about career and ILP goals
- Collaborate with teachers to ensure grades, assessments and report cards are on time
- Create engaging videos about issues of maintaining good mental health and social-emotional understanding
- Track contacts in the Family Contact Log
- Connect with Director if a contact reveals a need for additional supports.
- Be available for IEPs when needed

School Psychologist

- Mentoring: Help reach out to elementary students as a Deaf mentor to reduce isolation.
- Create engaging videos about issues of maintaining good study habits, executive function, self-advocacy and social-emotional understanding.
- Be available for IEPs when needed

Therapists (OT, PT, and SLP)

- Provide services through a variety of means to ensure student progress and IEP compliance
- Strive to provide live lessons where possible through Google Hangouts Meet



or other manners of teletherapy. Otherwise create step-by-step activities for families to embed therapy goals into everyday life.

- Document all service delivery
- Collaborate with teachers and therapists to determine if co-teaching (“push in”) or co-therapy models and services can be creatively designed through technology.
- Contact Parents/ guardians to determine best approaches for the family
- Connect with Special Ed Administrator if a contact reveals a need for additional supports

Library/ Media

- Establish Office Hours for Early Childhood and Elementary Teachers (1 hour daily)
- Establish Office Hours for Middle and High School Teachers (1 hour daily)
- Establish Office Hours for Senior Projects (1 hour daily)
- Provide support for research via library and media resources as needed
- Arrange for Admin to find materials needed and make available for pick-up by teachers or parents, if desired
- Maintain Library page of school web site
- Maintain availability of Parent Library services as much as possible
- Assist with research on media resources for online learning

Paraprofessionals

- Be available by phone or email to teachers to help support families and students
- Contact children who are most isolated (as assigned) to “chat” and check in (script available)
- Track contacts in the Family Contact Log
- Connect with Director if a contact reveals a need for additional supports.
- Be available to make materials remotely to mail to students
- Participate in online PD through self-guided courses.
- One assistant will support the EPCTC students in Culinary

The following personnel should be available to come to the school building, any day. Critical need will be determined on a day-by-day basis by the Director.

Transition Coordinator

- Work collaboratively with Guidance Counselor
- Communicate on-line or via videophone with students about career and ILP goals
- Arrange digital career presentations to students
- Continue summer work planning with students



- Support families with applications for adult services

Central Office, Business and Finance and Operations

- RI School for the Deaf is a state agency. No ability exists for payroll or accounts payable to be performed remotely at this time. Since these functions must continue, these individuals should plan to come to work (at least until their priority jobs are completed), unless all travel is stopped by state requirement.

IT Manager

- The Information and Technology Manager shall be fully available to all staff during distance learning periods to support staff, students and families. If this can be done remotely with no interruption for teaching and instruction, it may be allowed on a day-by-day basis.

Administration/ Leadership Team

- Leaders should plan to come to work unless excused by the Director. If this is not possible, they shall be available electronically and by phone or videophone for the entire day to staff and teachers and to each other for supervision, guidance, meeting, monitoring schedules, planning and collaboration.

Maintenance and Custodians

- Circumstances will dictate when these employees will report to work. There is usually much to be done, but with less use on the buildings, this may be determined over time, depending on the reason for school closure.

ASL Interpreters

- IEP meetings: We know that through video relay, we can access interpreters as needed for parent conversations in Spanish. We can only use VRS for IEP meetings if the Deaf student and family have a VP. This will need to be worked out over the next 2 weeks, but it is expected to be thorny, due to the many communication variables that exist in our school community.
- Our ASL staff interpreter will support all meetings and video interpretation that need American Sign Language facilitation for access. We are hoping that we can design an equitable and effective split screen system to conduct IEPs with an ASL interpreter through ZOOM, but that is still to be determined by our IT manager.



CURRICULUM

The cornerstone of our success will be maintaining rigor through engagement and fidelity to the curriculum as we grow more confident and understand more clearly what this entails for students. We plan to continue to use the approved curriculum that we have adopted to guide planning and instruction for all grade levels except Preschool. This will be monitored through lesson plans and regular support from the Assistant Principal for Curriculum and Instruction.

In holding true to our mission: all Rhode Island children who are Deaf or hard of hearing become literate, independent and productive citizens, we intend to support our teachers in availability to engage, educate, empower and evaluate student learning during this time away from the building. Teachers will engage students daily with videos and live stream class sessions. Teachers will educate with specific lessons, activities and assignments so that students do not fall behind in the curricula. We have a variety of Deaf friendly resources that will assist in this endeavor. However, we anticipate that much of each teacher's remote work will involve a compounding approach of ensuring access in American Sign Language through the making of ASL videos that are content-specific in addition to parents in transcribed English and/or Spanish. This process is time-consuming and personalized to meet varied languages and language levels. Teachers will need to plan to support parents/guardians in supporting their children. Students will be empowered to demonstrate learning through participation in online learning platforms with pictures, written pieces, response to these videos, and video logs (vlogs).

Our preschool age children typically have very little formal language due to very late access to formal visual language. Their parents typically know very limited ASL. For them, we will focus on providing as much language modeling as possible through the use of signed children's literature and engaging stories and ASL rhyming activities. This will be provided to parents through email video clips and links and encouraged to use with the children daily on their tablets. Our Kindergarten students follow the Boston Public Schools Early Learning K-2 Curriculum. We will be replicating those activities, hopefully with parent support, through close communication via Facetime, tablets, videophone, phone and email. For both Preschool and Kindergarten, where our concern for language development is of great concern, this will entail daily communication with the family on a preplanned schedule, so that a schedule can be created that supports their needs.

Reformatted Lesson Planning

Staff have been well trained in the school's expectations for effective and consistent lesson planning. Teaching digitally requires a reformatting of that style of planning, however. PD will focus on what that looks like, and as usual, lesson plans will be due every 2 weeks on Friday for the following 2 weeks. Feedback and support to teachers will be provided weekly.



Approved Resources

After careful vetting for appropriate resources to use with D/hh students, we have made this approved listing available to staff. We anticipate that it will evolve and change as teachers discover more tools that work for students via distance learning. We intend to add some of our ASL literature videos as they are made by our own staff members as a way to share.

<https://docs.google.com/spreadsheets/d/1oK6rRyCR7Fa6B2xsC0tUegANdrfyYhn7-r6eo2lQRlw/edit?usp=sharing>

Assessment

Finally, teachers will be able to evaluate their learning through a myriad of assessment practices. We aim to keep assessment authentic by using what we know about our students and building assessments that reflect their needs. Our goal is to implement an assessment system that measures evidence of learning that encompasses a variety of formative assessments and differentiated summative assessments.

Formatively:

- Assessments that are complex and multi-part will be broken down into smaller pieces so that teachers can assess several points in the learning process and provide appropriate and immediate feedback.
- Students who are able will participate in synchronous classroom sessions in which they have the opportunity to respond to questions, ask questions, receive peer feedback and the teacher is then able to assess readiness of the class and provide summative feedback, clarification, re-teaching, etc.
- Students will be tasked to create concept maps such as Thinking Maps and share them via picture /upload or presentation in order for teachers to be able determine present learning.
- Students will participate in an online learning platform in which they can respond to posted questions, provide comments, upload video responses and receive feedback.
- Reflection journals and discussion boards will be used in some classes to track specific progress.

Summative:

- Teachers will use Google Forms and tools in the Google Classroom suite for traditional, summative assessments in order to collect data on cumulative learning.
- Teachers will also provide opportunities for project based assessments in which students would then be able to display, reflect, present and demonstrate holistic learning of a standard.
- Teachers may also choose to use game-like tools such as Kahoot and Quizlet that also demonstrate understanding in a more engaging way (this may also be used formatively).
- For essays and projects, Students will be provided detailed and explicit rubrics in order to communicate expectations with clarity. It is likely these rubrics will be accompanied



by a video in which a teacher would clearly explain the function of the rubric in American Sign Language.

Teachers will continue with their standards based learning targets and update their gradebooks weekly. These grades will include both several (3-6) formative grades. Once or twice every two weeks, a summative assessment will be recorded. There may be students or times when remote learning will not be accessible; we will need to be flexible in navigating these unforeseeable obstacles.

MONITORING THE IMPLEMENTATION AND EVALUATING THE EFFICACY OF REMOTE LEARNING

RI School for the Deaf will update this plan annually before the start of the year. Progress monitoring of the success of remote learning will occur, as we review student learning and progress. It is anticipated that the needs of students at this school to participate in distance learning along with rapid technology advances will require frequent adaptation and change. The administrative team will adjust the Plan accordingly. All revisions will be submitted to RIDE and the RISDeaf Board of Trustees for review. The annual review shall include:

- Review tools available for teachers and students each year
- Review assessment approaches and monitor student progress from previous implementation
- Review professional development schedules to meet the needs of the staff in this area
- Determine if sufficient support exists for families, staff, and students

Continuous surveying of available at-home technologies and the district's ability to support students and families to bridge the gaps of homes not equipped with the technology needed to participate in distance learning.

We are ready to start this, knowing that we will review often. We anticipate that we will learn a lot alongside our students. Although our building may be closed, we'll still be reaching students every day with accessible, quality instruction.





APPENDIX A: FORMS

1. Parent Contact Log

- <https://docs.google.com/document/d/1xiDqKk-pGd9fgQ6BGRpWzE1G2IXrWle6h5EPN0tY55Y/edit>

2. Therapy Service Log

- https://docs.google.com/document/d/1b7ZxC6_QQZpzS17pcOG61xFQfmtSV5207cVPhsChA-Q/edit